

NCLB Reauthorization – Teacher Quality Issues
House Education and Labor Committee
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Thank you for inviting me to testify today. The National Institute for Excellence in Teaching (NIET) is a non-profit dedicated to improving teacher quality and advancing the teaching profession. Our signature program is the Teacher Advancement Program (TAP) – a performance pay and professional development system that is increasing student achievement, and improving teacher recruitment and retention in high need schools.

Challenges in Teacher Quality and Retention Today:

Teachers have a greater impact on student learning than anything else in schools. Yet most states and districts do not act like it. Current policies discourage those who are effective teachers from staying in the teaching profession and those who could be great teachers from entering altogether, and they offer few incentives for strong teachers to take on tougher assignments.

Secondary and elementary schools will need to hire over two million new teachers by the end of the decade, and 50% of those new teachers are not expected to remain in teaching more than five years. The turnover rate is even higher in high-need schools.

While there are many outstanding educators in the field today, there simply are not enough of them, and not enough of the most effective educators are teaching the students with the greatest needs. As an example, in high-need schools, nearly three quarters of math classes are taught by teachers who lack a major or a minor in math.

Research confirms that teacher quality is THE most important school-related factor affecting student achievement. 43% of the variance in student achievement is based on teacher qualifications, 49% on home and family, and 8% on class size (Marzano). And yet in districts we have worked with, class size reduction represents over one half of title II funding expenditures.

Research based on schools in Texas has shown that having an effective teacher for five years can close the achievement gap between low income and higher income students, essentially overcoming the advantage provided by a higher income home and family. Research based on schools in Indiana shows that having an effective teacher versus an ineffective teacher equals one full year's academic growth.

Unique Solutions Provided by the Teacher Advancement Program

The Teacher Advancement Program counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low, undifferentiated compensation. TAP provides an integrated, comprehensive solution to these challenges—changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to recruit, motivate, develop and retain high quality teachers in order to increase student achievement.

Since 2000, TAP has been involved in implementing its reform in 15 states plus the District of Columbia. As of fall 2007, more than 180 schools are in various stages of implementing the TAP performance pay program, serving more than 5,000 teachers and 60,000 students. TAP has enjoyed sustainability in its programs: 78 schools in 10 states have been in TAP for 3 years or more.

In designing TAP, we surveyed the research, consulted with academics and outstanding elementary and secondary school teachers and principals, and applied experiences from success in the private sector. From these sources, we created a four-element approach.

- 1. Building the Capacity of Teachers and Principals through Professional Development** that is directly aligned to content standards and elements of effective instruction and takes place during the regular school day, so educators can constantly improve the quality of their instruction and increase their students' academic achievement. This allows teachers to learn new instructional strategies and have greater opportunity to collaborate, both of which will lead them to become more effective teachers.
- 2. Additional Roles and Responsibilities** allow teachers to progress from a Career, Mentor and Master teacher—depending upon their interests, abilities and accomplishments. This allows good teachers to advance without having to leave the classroom and provides the expert staff to deliver intensive, school-based professional development that supports more rigorous coursework and standards.
- 3. A Fair, Rigorous and Objective Evaluation Process** for evaluating teachers and principals. Teachers are held accountable for meeting standards that are based on effective instruction, as well as for the academic growth of their students, and principals are evaluated based on student achievement growth as well as other leadership factors. Evaluations are conducted multiple times each year by trained and certified evaluators (administrators, Master and Mentor teachers) using clearly defined rubrics which reduces the possibility of bias or favoritism.
- 4. Performance-based Compensation Based on Student Achievement Gains and Classroom Evaluations of Teachers throughout the Year.** Student achievement is measured using “value-added” measures of student learning gains from year to year.

Performance pay is based on standards and assessment – both valid and reliable measures of student achievement that are used to calculate progress under NCLB. TAP changes the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. The new system also encourages districts to offer competitive salaries to those who teach in "hard-to-staff" subjects and schools.

By combining these elements in an effective strategy for reform, TAP is working to turn teaching, especially in high need schools, into a highly rewarding career choice. The real reward will be the outstanding education available to each and every student in the country.

The Human Capital Challenge

Teaching is struggling to keep pace with other professions, particularly as women now have many more professional options than was true in the past. In the period 1971-1974, 24% of teachers scored in the top decile of high school achievement. In 2000, only 11% did.

In high poverty schools the challenge is greater. 34% of teachers in high poverty schools come from the bottom quartile of SAT scores compared to only 9% in low poverty schools. Only 8% of teachers in high poverty schools come from the top quartile of SAT scores, compared with 23% in low poverty schools.

TAP Outcomes

Student Achievement:

TAP's ultimate outcome is improving student achievement. Our most recent evaluation report of TAP was released in January 2007 and compares TAP schools to similar control schools. The report finds that in TAP schools nationwide, on average TAP teachers produce higher student achievement growth (defined as a year or more than a year's student academic gains) than non-TAP teachers. And on average, more TAP schools outperformed similar non-TAP schools in producing an average year's growth or more in both reading and math achievement. Additionally, in most comparisons between TAP schools' AYP results and statewide AYP averages in 2004-2005 and 2005-2006, TAP schools compare favorably with the state as a whole when considering TAP schools' higher share of students on free or reduced-price lunch rates. A summary of the report is included at the end of my statement in Appendix A. For the full evaluation report, *The Effectiveness of the Teacher Advancement Program*, visit our web site www.talentedteachers.org.

Specific examples of student achievement gains:

The Teacher Advancement Program has demonstrated strong student achievement gains throughout the country.

For the 2005-06 school year, Stewart Street Elementary in Gadsden County, Florida, a high need school, ranked #15 of the top 100 elementary schools in the state, gaining an outstanding 88 points from the previous year. Similar elementary schools in Gadsden County gained/decreased from 44 points to -15 points. Stewart Street Elementary's school grade increased from an "F" to a "C" on Governor Bush's A+ plan in the first year. At the end of the 2006-2007 school year Stewart Street had earned a "B" and made Adequate Yearly Progress (AYP). Another Florida TAP school, Gray Middle School in Lake County, ranked #18 of the top 75 middle schools in the state, gaining an impressive 71 points. Similar middle schools in Lake County gained from 57 points to 4 points. Gray Middle School rose from a "C" to an "A" on the state's A+ plan.

TAP schools in Eagle County, Colorado have also had very strong results in increasing student achievement. In the 2004-2005 school year, 12 Colorado TAP schools (86%) increased the percentage of students at proficiency or higher in either reading, mathematics, or in both categories. For example, Brush Creek Elementary School made an average gain of 31 percentile points in mathematics. And finally, 73% of TAP schools in Colorado made AYP in 2004-2005.

In Rapides Parish, Louisiana, according to state iLEAP fourth-grade test results, the number of Forest Hill Elementary students reaching "basic" and above proficiency increased from 73 to 90 percent in math, and from 76 to 85 percent in English/language Arts since implementing TAP. Ninety percent of the students showed "basic" and above proficiency in science. Similarly, Forest Hill's School Performance Score increased from 105.2 to 114.7 after just one year of TAP, and by the end of the 2005-06 year, jumped a staggering 21.2 points to 124.5—the largest growth in the entire parish. Because of its extraordinary achievements, the State of Louisiana named Forest Hill a Distinguished Title I School of the Year, an honor presented to only two schools in the state. To mark this achievement, the school was honored at the 2007 National Title I Conference in Long Beach, California, and was among 100 award recipients.

Assessment data from Forest Meadow Junior High School, in Dallas, Texas, highlights significant gains in math proficiency from 2004-2006. The percentage of all students meeting assessment math standards increased at a higher rate between 2005 and 2006 than between 2004 and 2005, 3 % gains compared to 1 % gains.

The 2005-2006 school year marked not only the first year of TAP implementation at Thurgood Marshall Elementary, a high need school with more than 80% of students receiving free and reduced lunch, in Dallas, Texas but also the first year of being in existence. In its' first year, Thurgood Marshall achieved *recognized* status from the state of Texas for its academic achievement. It also made significant progress with groups that are most in need. The percentage of At-Risk students that passed the TAKS increased 25% on writing, and 10% in math. Similar increases were seen among economically disadvantaged students (14% in writing and 9% in math). Thurgood Marshall also had a

school-wide value added gain in 2005-2006 its first year of existence of a 5 – showing the school met more than a year's worth of growth.*

Finally, in the 2005-2006 school year, South Urban High School in Columbus, Ohio outperformed two other high schools with similar demographics in the same district. South Urban increased their math scores by 10 percentile points while one similar school increased by 2 percentile points and another decreased by 2 percentile points. In reading they increased their scores by 2 percentile points while both other schools demonstrated a decrease of 12 percentile points in reading scores.

Teacher Turnover/Retention:

The Teacher Advancement Program, with its strong support system of professional development led by master and mentor teachers in the school, has helped to reduce teacher turnover.

At Bell Street Middle School in South Carolina, teacher turnover was a serious problem with approximately 40% of teachers leaving in the 1999-2000 school year, and 32% the next year. TAP was introduced in the 2001-2002 school year, and by the 2003-2004 and 2004-2005 school years, teacher turnover had dropped to below 10% each year.

Attracting Talented Teachers to High Poverty Schools:

In the past six years we have seen effective teachers move from high SES schools to low SES TAP schools. In Calcasieu Parish, Louisiana, at least 75% of the teachers assuming the 60 master teacher positions, transferred from a higher SES school to one with a lower SES. Similar results also occurred in South Carolina.

Collegiality:

In our annual survey of teacher attitudes, we found that over 70% of teachers in TAP schools report high levels of collegiality and satisfaction. We believe these results are a natural outgrowth of TAP's ongoing applied professional growth. Whatever concerns teachers have over the shift in culture to performance based compensation and rigorous accountability is tempered by the cluster groups that naturally facilitate collegiality.

TAP Continues to Grow

TAP's successes in recruitment, retention, effective teaching practices and most importantly increased student achievement have led to huge growth over the lifetime of the program. A few of these examples are below.

* In evaluating TAP teachers and similarly TAP schools, SAS EVAAS calculates the effect of each teacher on student progress as assessed by the difference between the growth scores of the teacher's students and the average growth scores of the control group, which defines a year's growth. We then place each teacher (TAP and control) in one of five categories.

Teachers in categories "1" and "2" produced less than an average year's growth with their students, and teachers in categories "3", "4", and "5" produced a year's growth or more with their students.

The initial success of TAP in a few schools in Louisiana has led to the expansion of the Teacher Advancement Program (TAP) in 39 schools across the State including the New Orleans area.

Columbus, OH and Cincinnati, OH are expanding implementation of TAP based on its success in the initial four schools in Columbus. These schools serve high-need students and had experienced difficulty in attracting and retaining teachers prior to their implementation of TAP. In Cincinnati, the local AFT affiliate has led the effort to introduce the program; in Columbus, the local NEA affiliate has been the lead partner in introducing this reform.

Following a highly successful implementation of TAP in three Dallas area schools, the Texas State Department of Education allocated funds for an additional six schools to implement the program. Last year, the Texas legislature passed a bill providing \$140 million for the expansion of performance pay programs in districts and schools across the State.

TAP served as the model for the development of Minnesota's Q Comp program which is now operating statewide. Additional schools are implementing TAP using funding through the Teacher Incentive Fund.

What Makes TAP Work

We have seen that TAP's implementation has been most effective in schools with strong teacher-level support. Teachers as well as administrators must be willing to commit time and energy to create positive change. For TAP to be successful it must be imbedded in the normal routine of the school, which requires modifications to traditional school schedules as well as development of team-oriented approaches to instruction. We have seen that for a performance-pay plan to be successful, certain conditions must exist: All teachers must understand both the standards by which they are being judged as well as the scoring rubrics used to measure those standards; every teacher must be evaluated multiple times by trained and certified evaluators; and most importantly, high quality, ongoing professional development opportunities must be made available so teachers are prepared to meet these rigorous professional standards.

Schools must be confident money is available to reward the efforts of their most effective teachers. When these elements are in place, we find that teachers view the idea of measuring and rewarding their performance based on their skills and behaviors in the classroom, and the learning gains they help their students achieve, as fair and acceptable. We believe that the proposed funding for performance pay and career ladders in the draft NCLB reauthorization bill meets these criteria.

Key Elements of Successful Performance Pay Systems

NIET recently released a report along with 11 other teacher quality organizations, *Creating and Sustaining Successful Performance Pay Programs*, which summarized the findings from performance pay programs across the country.

TEACHER SUPPORT AND BUY IN - resources are invested in explaining the system to teachers, incorporating their suggestions, and providing ongoing training, mentoring and coaching; teachers are central to the selection and approval of the program.

CLEAR STANDARDS FOR EVALUATIONS based on research, that are fully explained to teachers

FAIR EVALUATIONS BY MULTIPLE, CERTIFIED EVALUATORS which reduce potential bias of a single evaluator

OBJECTIVE MEASURES OF STUDENT LEARNING GAINS (VALUE ADDED) and a data system that links student and teacher data

HIGH QUALITY PROFESSIONAL DEVELOPMENT that is school-based and supported by master and mentor teachers who help teachers to customize strategies for their classrooms

OPPORTUNITIES FOR CAREER ADVANCEMENT AND RECOGNITION many outstanding teachers decide to remain in the classroom by becoming a master teacher, and they also often agree to teach at a higher need school in order to take this position.

MULTIPLE FACTORS USED TO CALCULATE PERFORMANCE PAY, AND REWARDS THAT ARE SIGNIFICANT generally TAP schools allocate \$2500 per teacher to the fund, and bonuses range from several hundred to several thousand dollars per teacher based on performance.

SIGNIFICANT EFFORTS TO IDENTIFY FUNDING SOURCES including federal, state and district funds, private foundation funds

RIGOROUS EVALUATION of the program and a feedback mechanism to incorporate changes and improvements into the program

Why we support the TEACH Act and the draft NCLB reauthorization bill

All of the above elements we find in the draft bill before the Committee. For example, evaluation criteria must be based on objective criteria and developed in collaboration with local teacher unions. In addition, evaluation criteria must be based on multiple measures of success including student learning gains, principal evaluations, and master teacher evaluations, and student learning gains are measured using growth rather than

absolute level of achievement, thus ensuring that all teachers have an opportunity to benefit. Funding for master and mentor teachers ensures that the school based personnel necessary to support teachers in increasing their skills are in place. For these reasons we support the draft bill before the Committee and the provisions for performance pay and career ladders in particular. We also believe the bill addresses three key challenges facing states and districts interesting in reforming their teacher compensation systems, including:

I. FUNDING FOR PERFORMANCE PAY AND CAREER LADDERS

We strongly support the bill's proposed funding for performance pay programs and career ladder programs. While there are many other important proposals impacting teacher quality in the bill, we believe these two programs are critical. States and districts need funding to move toward new ways of supporting and rewarding effective teaching, and for encouraging effective teachers to select and remain in high need schools. We have found that asking teachers to perform at extraordinary levels in high need schools – making more than a year's growth with every student, every year – must be accompanied by additional support and compensation for this effort. And there must be funding for the support staff of professionals in the school, in the form of master and mentor teachers, to provide this intensive support for the improvement of teaching practice. This requires funding, and we urge the Committee to support the proposed funding for these efforts.

We also applaud the Committee's requirements that this new funding be linked in part to increases in student achievement. Too often in the past, professional development has been delivered without any measure of whether teachers took it back to their classrooms or whether, if they did, it had any impact on student achievement.

II. SUPPORTING SCHOOL-BASED PROFESSIONAL DEVELOPMENT THROUGH CAREER LADDERS

Another challenge addressed by these proposals in the bill is creating the school-based, job-embedded professional development to support meaningful increases in teacher skills, and an effective leadership team to deliver ongoing training and support. The bill's support for career ladder programs will provide the funding necessary for school-based professional development. This will enable schools to set aside time during the school day for job-embedded professional development that is directly tied to student needs at that school as identified by student data.

This funding will also support the development of effective leadership teams that include teachers – creating distributed leadership that is critical to meeting school goals.

III. DATA TO CALCULATE VALUE-ADDED GAINS

The bill also calls for data systems to support the measurement of gains in student achievement. We believe that performance pay must be based on gains in student

learning rather than absolute levels. By measuring gain, teachers with lower achieving students are not disadvantaged compared to their peers teaching more advanced students. If our goal is to encourage effective teachers to teach high need students, we must ensure that they are rewarded for gains these students make.

Summary

We encourage the members of the Committee to support strategies and policies that have been proven effective in addressing the need for effective educators in high need schools and districts. **Performance pay programs** that include opportunities for **career advancement and professional support**, such as TAP, have demonstrated their effectiveness in increasing student achievement, as well as increasing recruitment and retention of effective educators in high need schools.

The challenge we face is how to support teachers in high need schools in making more than a year's academic growth with their students every year. This means our teaching staff must be consistently exemplary, and we must create an environment that encourages them to remain in high need schools over time. One time bonuses will not ensure that effective educators remain in these schools past the period of the bonus. Ongoing bonuses, earned each year, are far more effective in retaining effective teachers over time.

In a high need school there is a tremendous need to create an ongoing support structure that enables teachers to continually improve the effectiveness of their instruction if students are going to continue improving academically. We believe the proposed draft bill accomplishes this goal. I would be happy to answer any questions you may have.

Appendix A:



THE EFFECTIVENESS OF THE TEACHER ADVANCEMENT PROGRAM Revised April 2007



Executive Summary

by **Lewis C. Solmon, J. Todd White, Donna Cohen and Deborah Woo**
National Institute for Excellence in Teaching

The Teacher Advancement Program (TAP) is a comprehensive school reform aimed at restructuring and revitalizing the teaching profession while attaining measurable gains in student achievement. TAP includes multiple elements. Many of these elements have been tried in isolation in the past and have not resulted in student achievement gains. Our innovation changes schools' organizational structure and included key elements to attract, retain, develop, and motivate quality teachers with the ultimate goal of increasing student achievement and closing achievement gaps. TAP's four elements are: **(1) Providing multiple career paths** which enable teachers to advance while staying in classroom, and also providing opportunities for shared instructional leadership—principal cannot do it all alone; **(2) Introducing ongoing applied professional growth** to help all teachers improve instruction by working on their specific needs, as determined by analyzing their classroom performance evaluations and their students' data. We believe even good teachers can become great, and great teachers can become even more effective; **(3) Increasing instructionally focused accountability.** To be fair there are multiple (at least four) evaluations for all teachers by trained and certified evaluators (master teachers as well as mentor teachers and the principal) based on clearly defined scientifically validated teaching rubrics. This type of accountability can identify effective teachers and can also determine who needs to improve; **(4) Providing performance-based compensation** rewards to teachers for hard work if they are successful, for taking on additional responsibilities, for their performance as determined by multiple evaluations, and for the performance of their students as determined by pre- and post-test outcomes. TAP now operates in over 130 schools in 14 states and the District of Columbia.

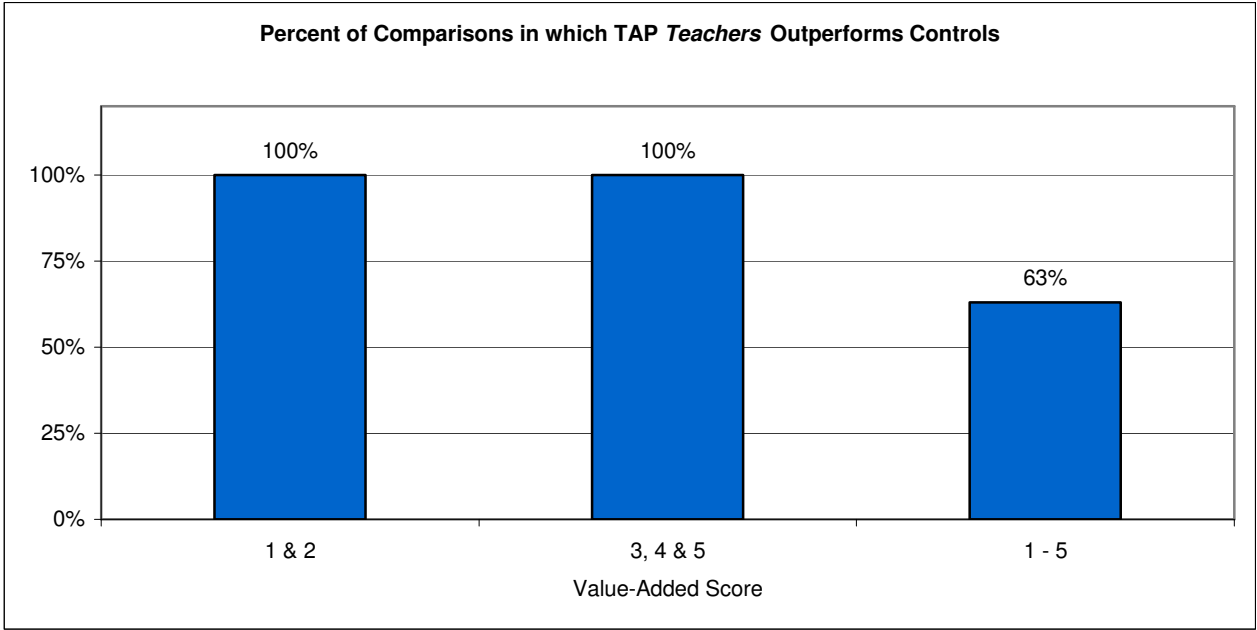
The purpose of our evaluation paper is to analyze the impacts of TAP. The research question we ask is: If a school implements TAP, are its teachers more likely to outperform—in terms of value-added gains—similar teachers not implementing TAP, and, are TAP schools likely to outperform non-TAP schools? Our evaluation of TAP is multifaceted, first comparing student achievement gains of individual teachers and schools to similar, non-TAP teachers and schools. We also considered adequate yearly progress (AYP) of TAP schools and their states overall, as well as teacher attitudes towards elements of the program.

We analyzed the 2004-2005 student achievement gains at two levels of comparison—teacher-to-teacher and school-to-school. SAS[®] EVAAS[®], a system developed by William Sanders and now used by Sanders at the SAS Institute Inc., uses student test score data from TAP schools and control schools to calculate individual teachers' value-added gains in order to determine individual performance bonuses for TAP teachers, and the school-wide gains for school-wide bonuses. A by-product of these calculations is the ability to compare student achievement growth from TAP teachers and schools to such growth from control teachers and schools.

In evaluating TAP teachers and similarly TAP schools, we calculate the effect of each teacher on student progress as assessed by the difference between the scores of the teacher's students and the average scores of the control group. By dividing the individual teacher effect by the associated standard error we can determine how many standard error units a particular teacher's effect is from the growth average, and then can place each teacher in one of five categories, below the average teacher's estimate (score of 1 and 2), or at or above the average teacher's estimate (score of 3-5). The standard error units calculated for each teacher enable us to determine what proportion of the teachers (TAP and otherwise) do *statistically* significantly better than average and what proportion do *statistically* significantly worse than the growth average determined by the control teachers. In other words, we examined whether or not the growth a teacher makes with her students is different from the average amount of growth and with how much confidence we can say so.

Under each of the five categories, we noted which of the two groups, TAP or control, outperformed the other in each state. In categories "1 and 2" the "outperforming" group is the one with the smaller of the two percentages, meaning that fewer teachers produced less than an average year's growth. In categories "3, 4, and 5" we noted which group had the higher of the two percentages, meaning that more teachers produced an average year's growth or more in their students' achievement. This is documented in the following summary charts.

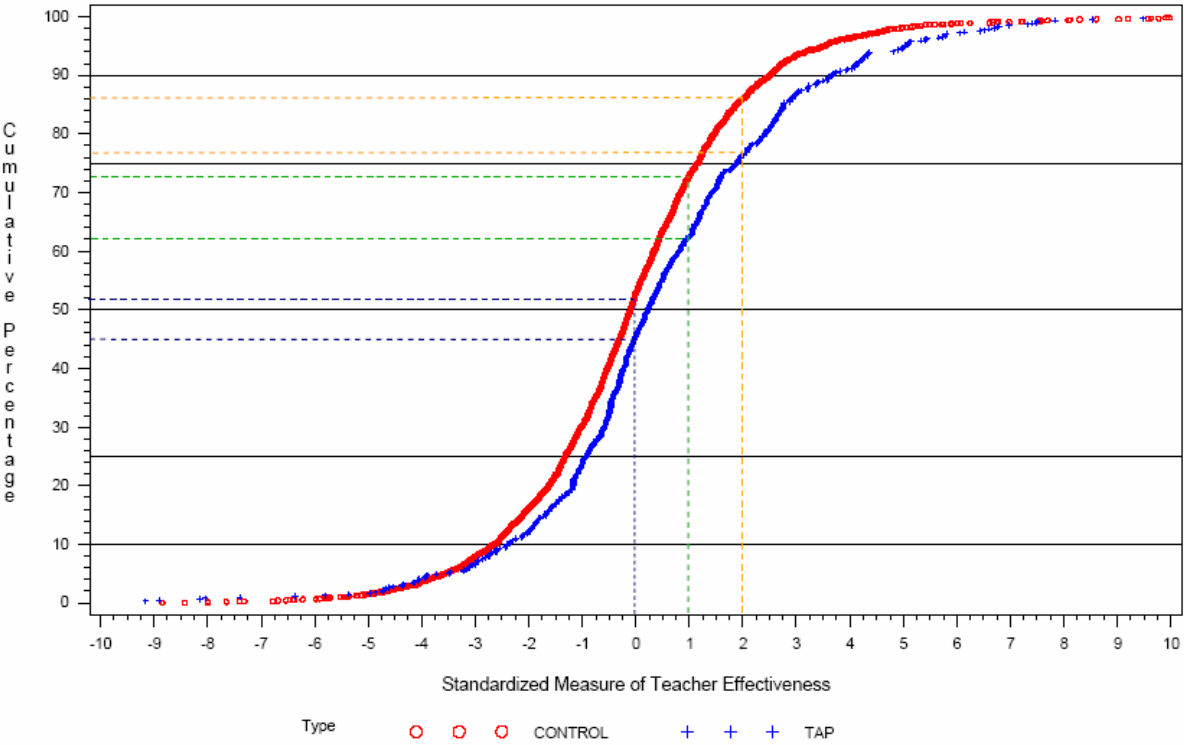
In almost two thirds (63%) of the comparisons of whether TAP teachers outperformed control teachers in each separate growth level (1-5), TAP teachers came out on top across the six states in the study. All states have a smaller percentage of TAP teachers scoring a "1 or 2" than controls, which means that fewer TAP teachers were significantly less effective in raising their students' scores than control teachers. To clarify, fewer TAP teachers had students achieving less than a year's growth. Additionally, we found that in all states a higher percentage of TAP teachers scored a "3 or above" than their controls, meaning more TAP teachers were significantly more effective in raising their students' scores than control teachers, more TAP teachers had students scoring at or above the average year's growth.



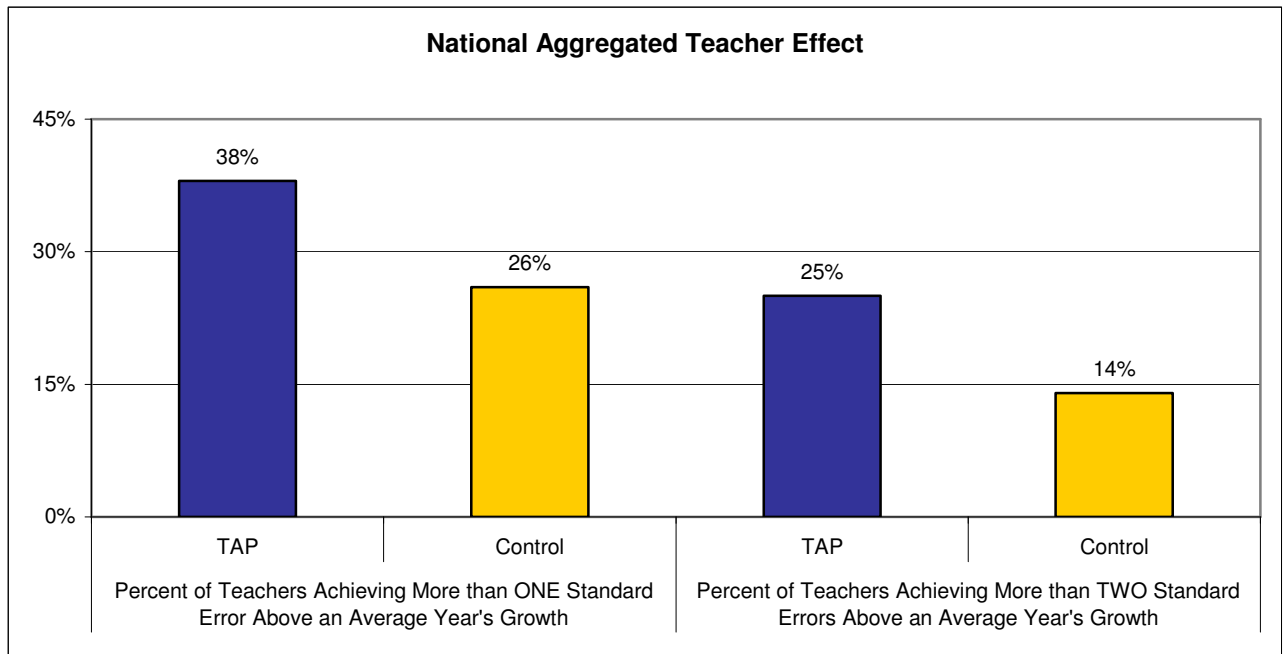
These results are very positive, clearly demonstrating that TAP teachers produce higher student achievement growth than similar teachers not in TAP schools.

Next, SAS® EVAAS® calculated a standardized measure of teacher effectiveness that includes all 610 TAP teachers from the six states in the study and 2337 control teachers from the same states. They then produced a cumulative distribution that is shown below.

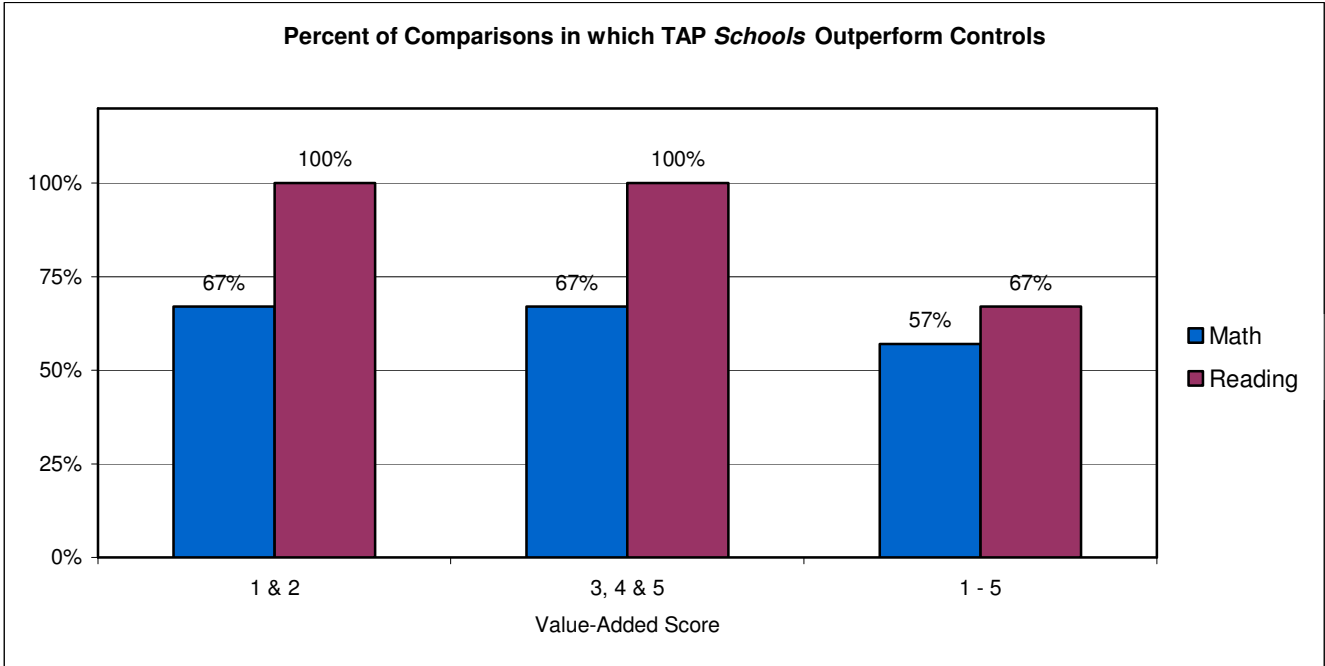
**TAP Teachers vs. Control Teachers
Cumulative Distribution Comparative Plot
Standardized Teacher Effectiveness Estimates**



By drawing a vertical line from any point on the horizontal axis (which indicates the level of teacher effectiveness) to either of the cumulative distribution lines, we can see what percentage of TAP or control teachers achieved that level of effectiveness *or less*. The one standard error point on the horizontal axis indicates that when applying one standard error to the teachers' estimates, 62% of TAP teachers and 74% of control teachers had estimates that indicated their average student progress was *at or below the average gain*. It is then easy to calculate that 38% of TAP teachers as compared to 26% of control teachers had estimates that indicated their average student progress was *above* the average gain. Using the same method, the two standard errors point on the horizontal axis indicates that when applying two standard errors to the teachers' estimates, 25% of TAP teachers as compared to 14% of control teachers had estimates that indicated their average student progress was *above* the average gain. This is illustrated in the following chart.



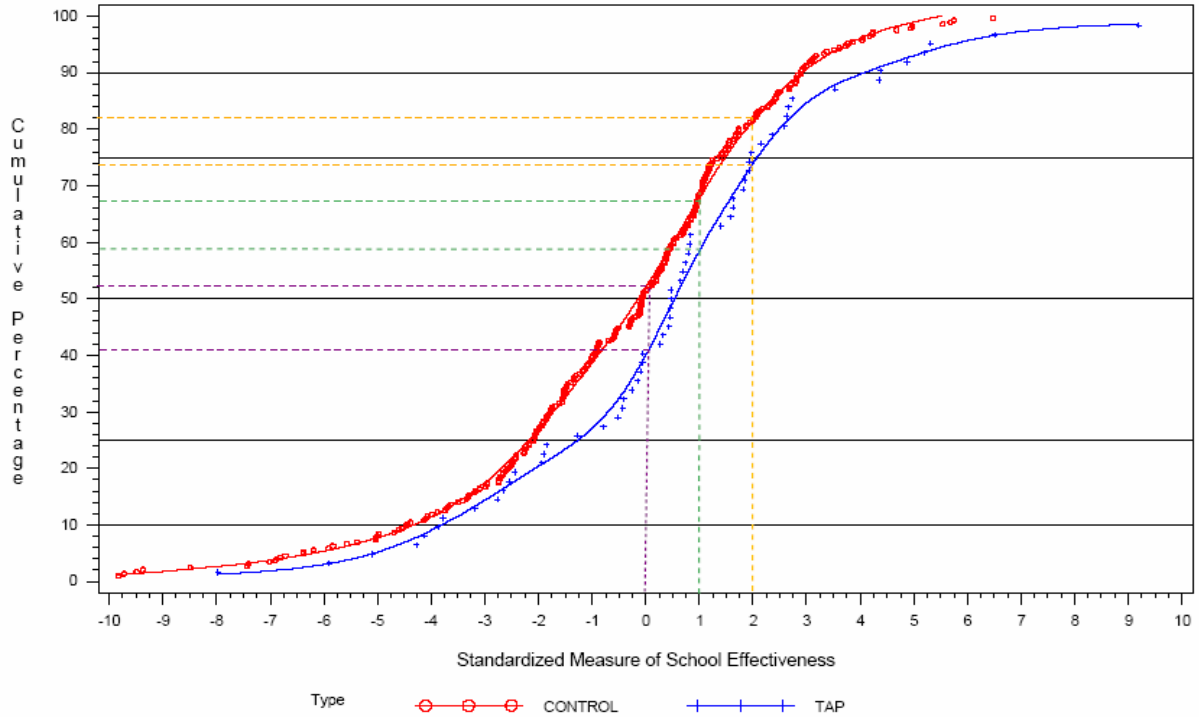
SAS[®] EVAAS[®] also provides *school-wide* gains of TAP schools as compared to control schools. TAP schools outperformed their controls in 57% of the individual categories (1-5, by state) in math and in 67% of the categories in reading. In the comparison of the percentage of schools scoring below the average, and the percentage of schools scoring at or above the average, TAP schools outperform their controls in 67% of the categories in math and in 100% of the categories in reading.



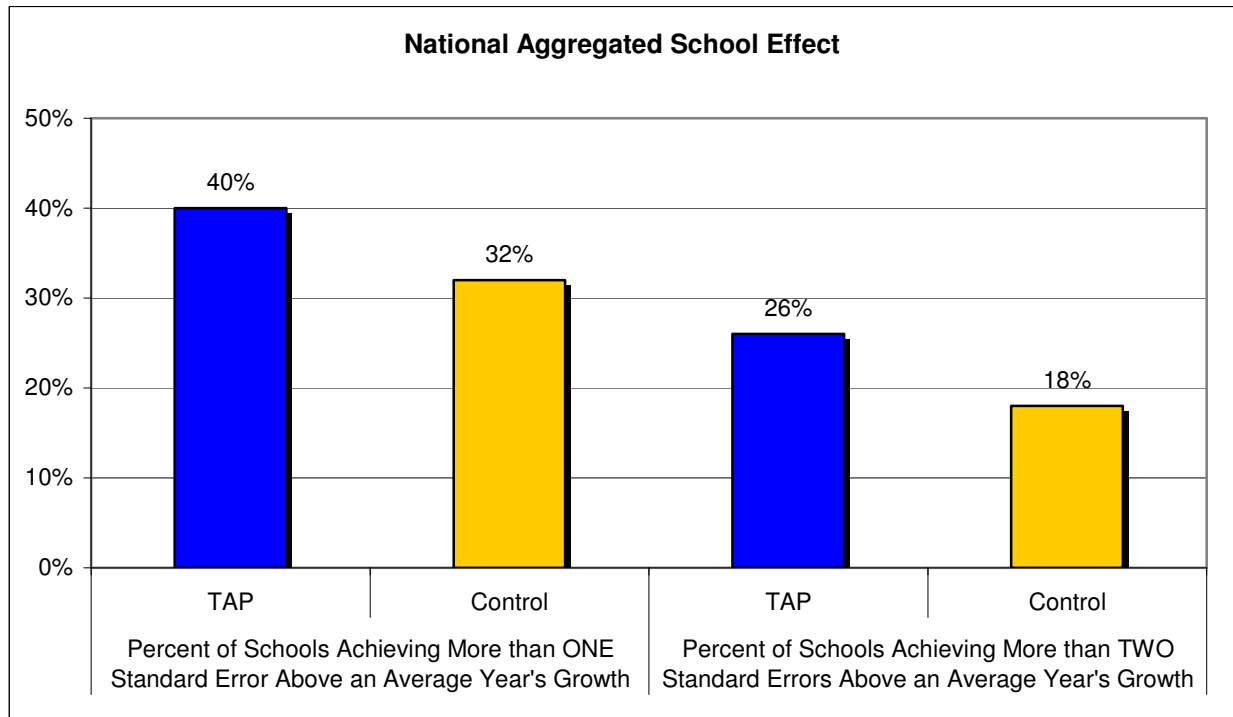
Similar to the teacher-to-teacher comparison, more TAP schools outperformed similar non-TAP schools in producing an average year's growth or more in both reading and math achievement.

An aggregate analysis of 61 TAP schools in six states compared to 285 control schools in the same states is illustrated below.

TAP Schools vs Control Schools Cumulative Distribution Comparative Plot Standardized School Effectiveness Estimates



From the above plot, we can conclude that when applying one standard error to their estimates, 40% of TAP schools had estimates that indicated their average student progress was above the average gain, whereas 32% of control schools using the same criteria had that result. When we look at the even higher standard of applying two standard errors to their estimates, 26% of TAP schools and 18% of controls had estimates that indicated their average student progress was above the average gain. This is illustrated in the following chart.



To put our results in context, the RAND study of Comprehensive School Reform (CSR) schools concluded that 50% of CSR schools out-performed their controls in math; and 47% outperformed their controls in reading, although CSR had been operating for a substantially longer period of time than TAP.¹ It is important to remember that even though TAP has been operating in schools since 2000, the majority of schools have joined in the last two to three years. Generally, scholars who study comprehensive school reform contend that one should not expect student achievement results to materialize for at least three years and, in many cases, five years.²

Next, we analyzed adequate yearly progress (AYP) results for the 2004-2005 and 2005-2006 school years in TAP schools as compared to statewide averages. In most cases an equal or higher percentage of TAP schools in the six states make AYP than all schools in their states, despite TAP schools having more students receiving free or reduced-price lunch. When this was not true, TAP schools usually had more high-need students. **We are pleased with this success TAP schools have had, particularly when poverty is taken into account.**

For the 2005-06 school year, Stewart Street Elementary in Gadsden County, Florida ranked #15 of the top 100 elementary schools in the state, gaining an outstanding 88 points from the previous year. Similar elementary schools in Gadsden County gained/decreased from 44 points to -15 points. Stewart Street Elementary's school grade increased from an "F" to a "C" on Governor Bush's A+ plan.

¹ Berends, M., Bodilly, S. and Kirby, S.N., "Looking Back Over a Decade of Whole-School Reform: The Experience of New American Schools," *Phi Delta Kappan*, October (2002): 170.

² Berends, M., Chun, J., Schuyler, G., Stockly, S., and Briggs, R. J., "Challenges of conflicting school reforms: Effects of New American Schools in a high-poverty district," (Santa Monica, CA: RAND Corporation, 2002). / <http://www.rand.org/publications/MR/MR1483/>
Fullan, M. *Leading in a culture of change*, (San Francisco, CA Jossey-Bass, 2001).

Gray Middle School in Lake County, Florida ranked #18 of the top 75 middle schools in the state, gaining an impressive 71 points. Similar middle schools in Lake County gained from 57 points to 4 points. Gray Middle School rose from a “C” to an “A” on the state’s A+ plan.

Finally, in examining TAP teacher attitudes we have found that overall TAP teachers support the four elements of TAP, and that their support grows the longer they are in the program. We also examine other national teacher surveys and compare attitudes about teaching among those respondents and TAP teachers.

One of the major attitudinal themes of TAP is that the program provides teachers with high-quality professional development and strong teacher collaboration and support. TAP teachers also found their professional development to be more useful in improving their effectiveness in the classroom than teachers nationwide. The most striking difference between TAP professional development and that of other programs is the amount of support and collaboration teachers experience.

The other major theme from the survey results is that, contrary to popular belief, performance pay has neither led to competition nor susceptibility to principal bias in TAP schools. Clearly, as TAP shows, collaboration can remain strong despite the implementation of performance pay, and principal bias need not distort performance pay decisions. This is in sharp contrast to teachers who have not experienced TAP.

Overall, we find that TAP teachers compared to non-TAP teachers experience higher quality professional development as well as more opportunities for collaboration and collegiality, and ways to improve their effectiveness in the classroom.

Our summary conclusion from the large and varied amount of data analyzed is that TAP has been very successful in its first five years. It has improved teaching with the result of better student achievement, and teachers, for the most part like the program. This explains its growth.